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ABSTRACT

This guide is intended to help Ohio parents to participate more fully in the development of their child's Individualized Education Program (IEP). The guide addresses the following aspects of the IEP process: the vision statement; present levels of performance; the need for specific performance statements (with examples of bad and good statements); identification and statement of the child's needs; statement of measurable goals (with examples of bad and good goals); statement of objectives (with examples); statement of procedures for each objective; identification of person/s giving the services; criteria for evaluating each objective; schedule for delivering services and reviewing the IEP; specification of services; least restrictive environment provisions; transition from school to community; the transition plan; employment/postsecondary education; and determination of long-term outcomes. (DB)

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HOW TO WRITE AN IEP

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You can be an Equal Partner in Your Child's IEP!

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The Ohio Coalition for the Education of Children with Disabilities (OCECD) is a statewide, nonprofit organization that serves families of infants, toddlers, children and youth with disabilities in Ohio, and agencies who provide services to them. OCECD works through the coalition efforts of the 58 disability organizations which comprise the Coalition.

Established in 1972 and staffed primarily by parents of children and adults with disabilities, persons with disabilities, and education professionals, the Coalition mission is to ensure that every Ohio child with special needs receives a free, appropriate, public education in the least restrictive environment to enable that child to reach his/her highest potential. Throughout Ohio, the Coalition's services reach families of children and youth with all disabilities.

OCECD's programs help parents become informed and effective representatives for their children in all educational settings. In addition, youth are assisted to become their own self-advocates. Through knowledge about laws, resources, rights and responsibilities, families are better able to work with agencies to ensure that appropriate services are received for the benefit of their sons and daughters.

Address: *Bank One Building, 165 West Center Street, Suite 302, Marion, OH 43302-3741*
Phone: *(740) 382-5452 (Voice/TDD); (800) 374-2806 (Toll Free); (740) 383-6421 (Fax)*

COALITION PROGRAMS FOR PARENTS AND SCHOOLS

Family Ties Project – Provides workshops emphasizing normal child development, parenting skills, the value of early intervention and early childhood education, and the parents role in the IEP process. Outreach to under represented families in urban centers and rural areas is a feature.

Parent Involvement in Education Project – Supports local level efforts to connect families to appropriate services for their children with special needs, ages 5 – 21. Provides individual parent assistance as well as workshops on the IEP process, Section 504, IDEA '97, specific disabilities, classroom modifications, and other topics.

Technical assistance to **parent mentor projects** of the Ohio Department of Education is provided through statewide meetings, retreats, site visits and telephone consultations.

Parent Training and Information Center Project – Disseminates information to at least 500,000 parents, professionals, and members of the public regarding disability issues. Publishes the FORUM newsletter with subscriber support. Trains parent leaders from diverse parent organizations across the state to support families and to provide personal assistance.

It's My Turn – Curriculum which promotes increased capacity of youth with disabilities to make choices and to advocate for themselves. Students gain the competencies to learn, work, live, and recreate in the community.

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§300.344(a)(1) The Public agency shall ensure that the IEP team for each child with a disability includes the parents of the child

Since the reauthorization of Individuals with Disabilities Education Act (IDEA) 1997 and the beginning of high stakes proficiency tests in Ohio, the IEP process is even more important than ever!

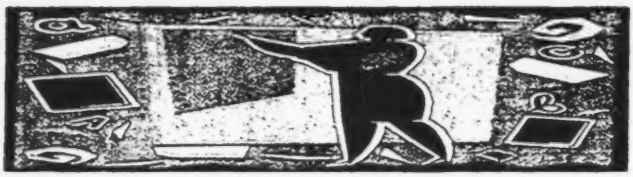
For years parents of children with disabilities have been satisfied with having their children included in attendance at their local public school buildings. It has been a hard fight with hard won battles. Now they are raising the stakes. Parents of children with disabilities not only want their children to attend local school systems, they also want their children to be educated to higher levels. Parents want their children to read, write and have the opportunity to go to college or enter into the competitive work force. Parents want result oriented education. It is no longer acceptable for children with disabilities to have a separate curriculum which does not meet the standards for all children.

§300.26(3)(ii) To ensure access of the child to the general curriculum, so that he or she can meet the educational standards with the jurisdiction of the public agency that apply to all children

For this to happen parents must be knowledgeable in the IEP process. In fact, they need to be the experts on its purpose and process. If parents are to be equal partners they must have the ability to write an IEP themselves. Hopefully this IEP guide will give parents the knowledge to do this.

Remember

"PARENTS ARE THE EXPERTS ON THEIR CHILDREN"



THE VISION

In Ohio, the IEP form has an area on the IEP that addresses the vision (future planning) for your child. The idea of this is to help the IEP Team focus on the future of the child. How are we going to get from where we are now to where we want to be by the time the child graduates?

The vision can be statements like:

- John wants to attend Marion Technical College after graduation.
- John's parents would like him to be able to read, write, and do math at grade level by the time he graduates.
- John's parents would like him to be able to attend a regular kindergarten when he leaves pre-school.
- John would like to be employed to live independently.

The vision varies depending on the child, age, and hope of the IEP Team.

Remember this is not an area to spend a lot of time on. This is to help focus the team.

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☐ Services Plan

Individualized Education Program (IEP)

Name _____ Date of Birth ___/___/___ Grade Level _____ ☐ Male ☐ Female

Student Identification Number _____

Child/Student Address _____ Parent/Guardian _____

Parent Address _____ Home Phone _____ Work _____

Effective Dates From: _____ to: _____ Meeting Date _____ ☐ Initial IEP ☐ Periodic Review

Step 1 **Discuss Vision:** *Future Planning.*

John wants to attend Marion Technical College after graduation.

Step 2 **Discuss Present Levels of Performance.**

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§300.347(a)(1)(i)(ii) A statement of the child's present levels of educational performance, including how the child's disability affects the child's involvement and progress in the general curriculum (i.e., the same curriculum as for nondisabled children); or for preschool children, as appropriate, how the disability affects the child's participation in appropriate activities

PRESENT LEVELS OF PERFORMANCE

The first thing to know about the IEP process is to "have good accurate present levels of performance." An IEP ***may not*** be written until all members of the IEP Team totally understand and agree with the present levels of performance.

WHAT IS A PRESENT LEVEL OF PERFORMANCE?

Depending on your child's special educational needs numerous areas can be addressed under present levels of performance. Information is taken from the child's **current** multifactored evaluation, work samples, tests, any outside evaluations, and other areas, if necessary.

There is to be a present level of performance in every area in which your child has needs. If your child was identified with a Learning Disability in the area of reading, there should be a present level of performance in the area of reading.

Question: "What can or can't my child read?"

1. If there is an answer to this question it should be understandable to everyone, especially the parent.
2. If no one on the IEP Team can answer this question you need more information. Additional testing should be requested.

The school district representative wants to write down 4.5 grade level (4th grade 5th month) and you don't understand. You do understand what a "Harry Potter" or "Dr. Seuss" book is, therefore, the present level of performance could be written like this:

John is reading at a 4.5 grade level; he reads Harry Potter books independently.

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❒ Services Plan

Individualized Education Program (IEP)

Name _____ Date of Birth ___/___/___ Grade Level _____ ❒ Male ❒ Female

Student Identification Number _____

Child/Student Address _____ Parent/Guardian _____

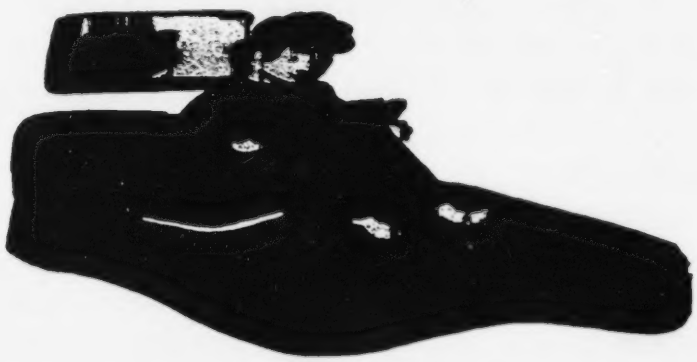
Parent Address _____ Home Phone _____ Work _____

Effective Dates From: _____ to: _____ Meeting Date _____ ❒ Initial IEP ❒ Periodic Review

Step 1 **Discuss Vision:** ***Future Planning.***

Step 2 **Discuss Present Levels of Performance.**

John is reading at a 4.5 grade level; he reads Harry Potter books independently.



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This would then be a present level that the school district and you both agree with and understand.

Present levels should address all areas of need, and have a present level in each area. If John has a special education need in the area of reading he probably has a need for support in the writing area. **There should be a present level in writing.**

NEVER USE BROAD AND GENERAL STATEMENTS!

BAD PRESENT LEVEL

John is writing below grade level.

THIS DOES NOT TELL YOU ANYTHING!

- John is writing below what grade level?
- How is John doing compared to his peers in writing?
- What does John struggle with in writing?
- Does John have any strengths in writing at all?

A good present level will tell you what John can do.

GOOD PRESENT LEVEL

John can write a simple sentence with correct capitalization and he understands what a statement is, but struggles with questions and exclamations.

Now we know what John can do and we have a place to start our IEP.

Remember that there should be a present level in every area of need. If a student has any behaviors in class and it is interfering with his learning or the learning of anyone in the classroom, there must be a present level of performance in the area of **behavior**.

BAD PRESENT LEVEL

John can't complete a task.

This does not tell you anything!

- Can John complete a task any time?
- Can John complete a task in a different situation?
- Can John complete a task with redirection?

GOOD PRESENT LEVEL

John can pay attention and complete work 10 minutes in a classroom situation without verbal redirection. In an unstructured situation (recess, gym, halls), John can pay attention and complete work for 5 minutes without verbal redirection.

In this present level we know that John stays focused better in a structured classroom than in unstructured situations. Also we know the amount of time he can stay focused without redirection. Now we have a place to start.

An area that most children with disabilities struggle in is the area of **organization**.

Is disorganization a behavior?

If a child is disorganized it will interfere with his/her learning. They may have a problem with sorting, short-term memory, or following two step directions. They may have difficulty handing in homework on time, or forget to take materials to class, etc. Any of these behaviors can end in a disciplinary action (detention, suspension, a trip to the principal's office) and will interfere with their learning.

If a child with disabilities is disorganized it should ***always*** be addressed on the IEP.

BAD PRESENT LEVEL

John is disorganized and often does not bring material to class. He has had numerous missing assignments this year.

What does this tell us?

- How disorganized is John?
- How often does he forget materials when going to class?
- What materials does he forget?
- How many times did he forget to hand in assignments?
- Did John do the assignments and just forget to hand them in?

GOOD PRESENT LEVEL

John forgets to bring his books and pencils to class 3 out of 5 days a week. He will not hand in his homework 2 out of 5 days a week even though he has done his assignments.

If **socialization** is an are your child struggles with, it needs to be addressed in present levels of performance.

BAD PRESENT LEVELS

John has trouble interacting with his peers.

WHAT DOES THIS TELL YOU?

- CAN JOHN PLAY WITH HIS PEERS INDEPENDENTLY?
- CAN JOHN INTERACT WITH HIS PEERS WITH HELP FROM AN ADULT?
- IF JOHN CAN INTERACT WITH HELP, HOW MUCH ASSISTANCE DOES HE NEED?
- IF HE DOES INTERACT WITH HELP, HOW LONG WILL HE INTERACT WITHOUT ADDITIONAL SUPPORT?

GOOD PRESENT LEVEL

John does not engage in play activities with peers independently. He needs adult verbal and physical prompting and will only engage for 2 minutes at a time.

There should always be academic present levels of performance no matter what the disability. There must be a statement under present level that explains how the disability affects the student in the general education curriculum.

How does the child's disability effect him in the general curriculum?

John enjoys being in the regular classroom. With modifications such as having tests read to him and a scribe to address his low reading and writing levels, he can be successful and progress in the general education curriculum.

Try to avoid the Pollyanna statements:

He has beautiful blue eyes and is a joy to have in the classroom.

Most parents enjoy hearing nice things about their children, however, it's better to have the child's strengths and interests addressed.

Although John struggles in reading he participates and excels in class discussions.

This better tells us what John is good at and helps us to understand his strengths.

§300.347 (3)(a)(1) and to participate in extracurricular and other nonacademic activities

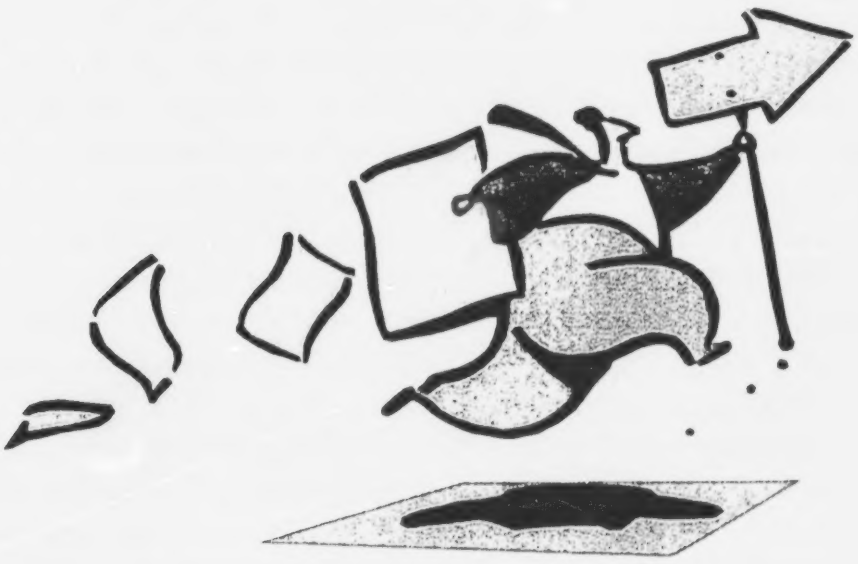
As you are writing present levels of performance, try to think of some **extra curricular activities** that would benefit your child in his area of need. For years children with disabilities were overlooked for extracurricular activities. Now we must address them on the IEP. If everyone on the team does not feel there is a need for extracurricular activities, there should be a statement addressing the issue. Present levels of performance could be a place where it could be addressed.

John will be looking into Drama Club for his extra-curricular activity.

As you write present levels of performance make sure all of these points are addressed:

- Are present levels of performance specific?
- Are they understandable to you?
- Do you agree with them?
- Are all areas where your child is struggling addressed?
- Have your child's strengths been addressed?
- Did you address extracurricular activities or is a statement written why it was not addressed?
- Did you address the affect your child's disability has on him/her in the general education curriculum?

If you can answer yes to all of these points, you can now write a goal!



STUDENT'S NEEDS

In Ohio the IEP form has an area that addresses students' needs. The reason this area was developed was to outline all the areas in which a child is struggling. In the past, school districts would address some needs but not all needs. One example is if a child has a learning disability in reading, he could also be struggling in the area of writing. Both reading and writing should be addressed in the need column on the IEP. The same is true for a child who has a problem with organization. Many students with disabilities are disorganized. Disorganization can interfere with the child's learning and should always be addressed in the need column of the IEP.

If you have written a good present level of performance, the needs of the child should be easy to identify.

Storme is presently reading at a 2.1 reading grade level and can read Dr.Sess books. He enjoys reading the Harry Potter series of books and even though he struggles with the words he still gives it his best. Storme has the Harry Potter series on tape and after reading he enjoys listening to the tapes. Storme's reading comprehension is still a need area for him. His present level in comprehension is at a 2.5 grade level. He struggles with directions that are more than one step. Storme's writing is presently at a 1.5 grade level. His spelling will always be an issue because of his particular form of dyslexia, but he enjoys being in 4th grade spelling and has had reasonable success. He can construct a simple sentence but does not understand capitalization and punctuation. He does not understand how to add and subtract three digit numbers nor does he understand the concept of carrying and borrowing numbers. Storme needs prompts so he will start on the right side of the numbers, not the left, as is common with dyslexia. Storme enjoys being in the regular classroom and with modifications he can be successful in the general education curriculum with supports and services. Storme has chosen playing in the band for his extra-curricular activity. He seems to get along well with his peers and teachers and enjoys going to school.

Let's look at the need area for Storme on the next page.

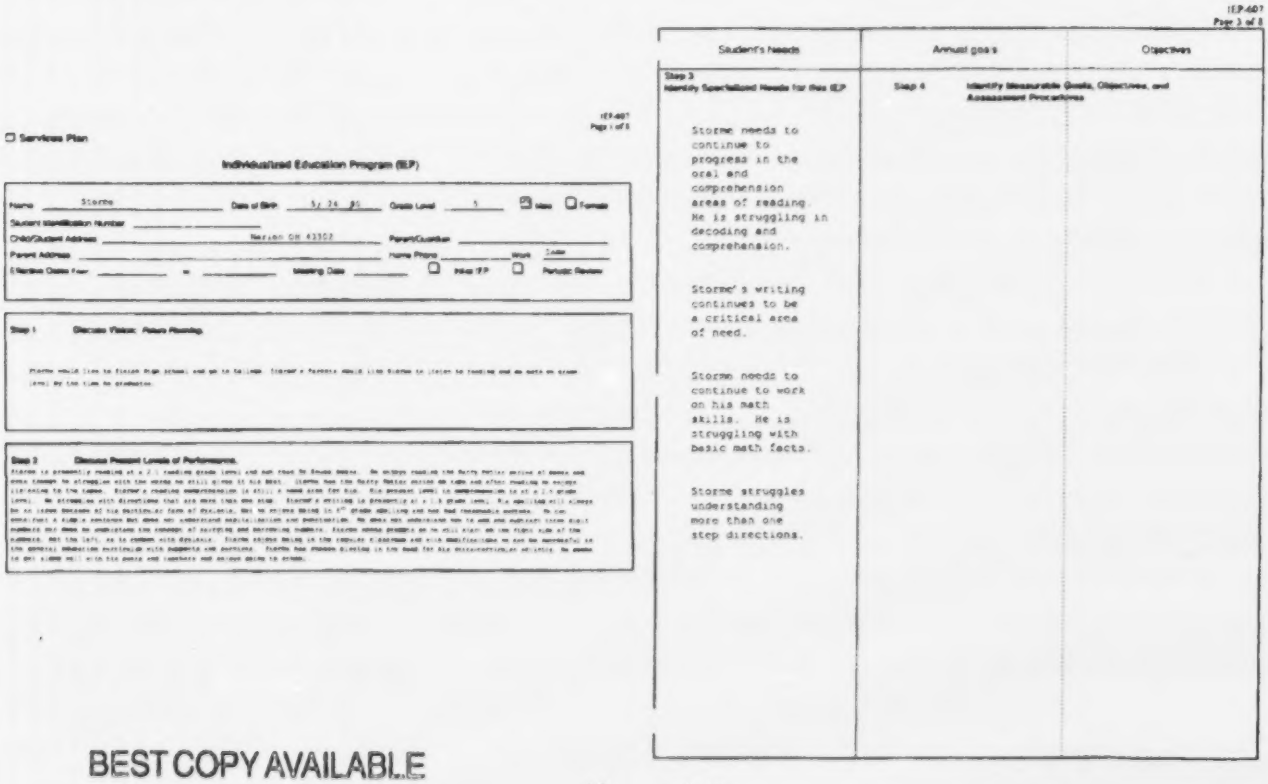
After reading Storme's present level of performance we can address supports and services Storme will need.

- Storme is struggling in all areas of reading
- Storme is struggling in writing
- Storme is struggling in understanding directions
- Storme is also struggling in all areas of math

Under the needs column of the IEP you would make a brief statement in each of these areas. Remember this is not a goal or present level. We just want to identify the areas where we need to write a goal.

NEEDS

- Storme needs to continue to progress in the oral and comprehension areas of reading. He is struggling in decoding and comprehension.
- Storme's writing continues to be a critical area of need.
- Storme needs to continue to work on his math skills. He is struggling with basic math facts.
- Storme has a need area in speech to be able to understand multi-step directions.



☐ Services Plan

Individualized Education Program (IEP)

Student's Needs	Annual goals	Objectives
Storme needs to continue to progress in the oral and comprehension areas of reading. He is struggling in decoding and comprehension. Storme's writing continues to be a critical area of need. Storme needs to continue to work on his math skills. He is struggling with basic math facts. Storme struggles understanding more than one step directions.		

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§300.347((a)(2) A statement of measurable annual goals, including benchmarks or short-term objectives

GOALS

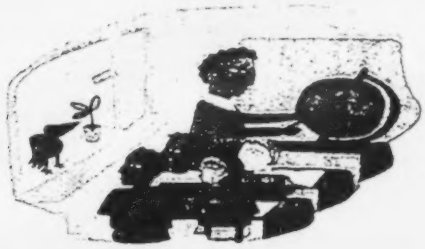
Present levels are important, but goals are even more important. In the past, lawmakers assumed school districts wrote goals that were measurable. During reauthorization of IDEA in 1997 parents were the driving force to have it specifically written in the law.

GOALS HAVE TO BE MEASURABLE!

As stated in the beginning of this publication, proficiency tests and goals go hand in hand. All students, no matter the severity of their disabilities, have to be assessed as of July 1, 2000. The purpose of this is to see if children (including children with disabilities) are progressing in the general education curriculum. If the severity of the disability makes taking the proficiency test impossible, even with modifications and accommodations, the goals on the IEP will be used to determine whether or not the child is progressing.

But most importantly is when the goal is written in measurable terms parents and the school district will know if children are, in fact, learning.

Goals are to be obtained by the end of one school year. Most schools run on 180-day schedule but can vary depending on school districts. Goals should always be obtained within that school year.



If you have a good present level of performance, then writing a goal is easy. Looking at the present level of performance ask the question:

§300.309(a) Each public agency *shall* ensure that extended school year services are available as necessary to provide FAPE

Another area to be addressed is the area of extended school year. If the child has not attained their annual goal in one school year they did not receive a Free Appropriate Public Education (FAPE). Your child may be entitled to compensatory services over the summer.

What can he/she learn in one school year (180 days)?

PRESENT LEVEL

JOHN CAN WRITE A SIMPLE SENTENCE WITH CORRECT CAPITALIZATION AND PUNCTUATION.

QUESTION:

BY THE END OF THE SCHOOL YEAR WHAT WILL JOHN BE ABLE TO DO?

GOAL

JOHN WILL WRITE A PARAGRAPH WITH A TOPIC, THREE SUPPORTING SENTENCES AND A CLOSING STATEMENT.

You take what John can do and project what you feel he will be able to do. This may be where the IEP team will differ on what they feel John is capable of achieving. (Remember - be realistic.)

Remember goals have to be measurable. Stay away from broad and general goals. Not only is it bad practice but it is illegal!

BAD GOALS

John will improve reading.

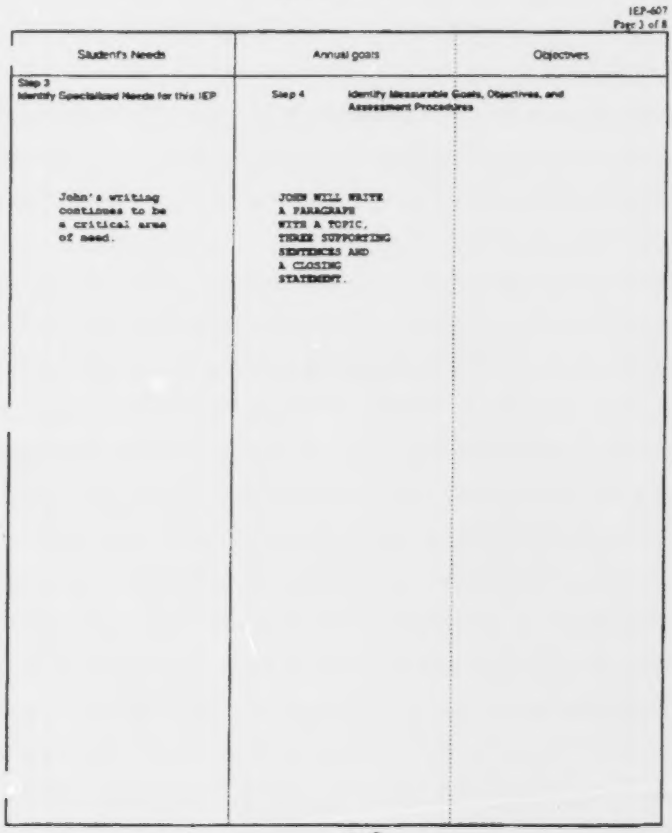
John will improve reading measurably.

These goals don't tell us anything.

- John will improve reading from what to what?
- Where is John compared to his peers?
- Where in reading is John struggling - decoding? comprehension?
- What will John be able to do by the end of the school year?

The question you always want to ask is:

What <u>exactly</u> will my child be able to do by the end of the school year?



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Student's Needs	Annual goals	Objectives
Step 3 Identify Specialized Needs for this IEP	Step 4 Identify Measurable Goals, Objectives, and Assessment Procedures	
John's writing continues to be a critical area of need.	JOHN WILL WRITE A PARAGRAPH WITH A TOPIC, THREE SUPPORTING SENTENCES AND A CLOSING STATEMENT.	

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PRESENT LEVEL

John struggles getting his homework in on time. He hands in his homework 3 out of 5 days a week.

BAD GOAL

John will follow all classroom rules.

GOOD GOAL

John will hand in his homework independently 5 out of 5 days a week with only 2 verbal prompts.

PRESENT LEVEL

John does not independently engage in play activities with his peers. He needs adult verbal and physical prompting and will only engage for 2 minutes without redirection.

BAD GOAL

John will engage in play activities with his peers.

GOOD GOAL

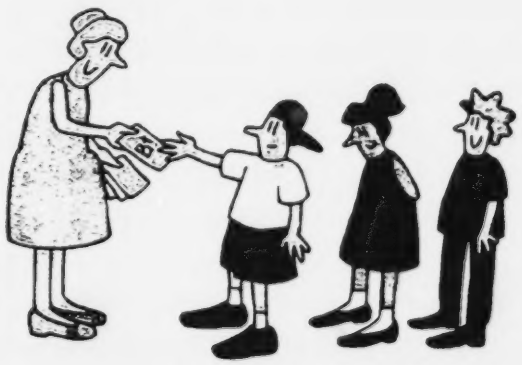
John will independently engage in play activities with his peers for 5 minutes with only 2 verbal cues.

REMEMBER YOU WANT TO PROGRESS FROM YEAR TO YEAR NOT JUST MAINTAIN YOUR CHILD'S PRESENT LEVEL OF PERFORMANCE!

§300.347 (7)(a)(2)(ii)(A)(B) How the child's parents will be regularly informed (through such means as periodic report cards), at least as often as parents are informed of their nondisabled children's progress. Their child's progress toward the annual goals; and the extent to which that progress is sufficient to enable the child to achieve the goals by the end of the year

Under IDEA 1997 regulations local school districts are required to notify parents of the progress their child is making toward their annual goals. (This should not be written on your child's grade card. It should be a separate report sent home to you, unless you agree to another method of being informed. This alternative method is addressed on the IEP).

If the objectives are written by grading period, everyone on the IEP team knows if your child is having problems or not. If your child has not met his first objective by the end of the first grading period, you can call an IEP meeting to find out what is going wrong. This way you are not waiting until the end of the school year to find out your child has not attained his goal. This keeps the entire IEP team on top of any potential problems and provides intervention before your child has a whole year of failure.



§300.347 (2) A statement of measurable annual goals, including benchmarks or short term objectives

OBJECTIVES

In Ohio, objectives have been used more often than benchmarks. Because of this, in this publication, we will talk about objectives.

Objectives are small steps toward the annual goal. Basically, it is how do we get there (to the goal) from here (present levels)!

One effective way to write objectives is by a grading period (every 50 or 60 days). What will your child be able to do by the end of the first grading period if their annual goal is going to take one school year (180 days). What is the first step toward their annual goal? What will your child be able to do by the end of that first 50 or 60 days? The second objective would be after your child reaches their first objective. What will your child be able to do by the end of the second grading period? Are they half way to their annual goal? The third objective would be the last step toward their annual goal. This seems to work well for most IEP's but, remember, there are always exceptions.

GOAL *What do Objectives look like?*

Storme will be able to write two complete sentences with relationship to each other and use correct capitalization and punctuation. **(I like my dog. I play with him.)**

1st OBJECTIVE

Storme will orally dictate two sentences in relation to an event that happened the day before. He will then read the sentence and use correct punctuation on the scribed sentences.

Storme should be able to do this objective by the end of the first grading period at least 75% of the time to be able to advance to the next objective

2nd OBJECTIVE

Storme will write one sentence about a topic of his choosing and will use correct punctuation. He will then dictate another sentence that relates to the first sentence.

Storme should be able to do the 2nd objective by the end of the second grading period at least 75% of the time to be able to advance to the next objective

GOAL

3rd OBJECTIVE

Storme will write two sentences that relate to each other about one topic given by the Tutor/and or Teacher. He will use correct capitalization and punctuation.

By the end of the last grading period Storme should have reached his goal 100%.

GOAL

Storme will be able to add and subtract two and three digit numbers, understanding how to carry and borrow. He will learn his multiplication tables 1-5's without the use of a calculator and/or grid. He will learn multiplication tables 6's-12's with help from a calculator and/or grid.

OBJECTIVE 1

Storme will add and subtract 2 digit numbers. Storme will use a visual cue placed on the right side of the paper to remind him what side to start. He will learn the concept of borrowing and carrying numbers.

Storme should be able to do this objective by the end of the first grading period at least 75% of the time to be able to advance to the next objective

OBJECTIVE 2

Storme will add and subtract 3 digit numbers. He will learn his multiplication tables 0,1,2,3,4,5 with the use of a calculator and/or grid.

Storme should be able to do the 2nd objective by the end of the second grading period at least 75% of the time to be able to advance to the next objective

OBJECTIVE 3

GOAL

Storme will learn his multiplication tables 0's-5's without the use of a grid or calculator. He will learn his multiplication tables 6's-12's with the help of a calculator and/or grid.

By the end of the last grading period Storme should have reached his goal 100%.

Student's Needs	Annual goals	Objectives
Step 3 **Identify Specialized Needs for this IEP**	**Step 4**	**Identify Measurable Goals, Objectives, and Assessment Procedures**
Storme needs to continue to progress in the oral and comprehension areas of reading. He is struggling in decoding and comprehension.	Storme will increase his oral and comprehension reading to a 3.5 grade level. He will increase his sight words to a 3.9 grade level.	Storme will listen to a story, retell the story, identify the main ideas, and supporting details. Storme will read out loud to the end of a sentence and self correct, then reread the sentence to fully understand the meaning. Storme will read a short story silently, then identify the main idea and supporting details orally. He will continue to read out loud daily using visual/phonetic cues on reading materials of his choosing. Storme will read a story silently, chosen by Tutor/and or Teacher, retell the story, and identify the main idea orally. He will continue to read out loud daily using visual phonetic cues on reading materials chosen by Private Tutor and Teacher.
Storme's writing continues to be a critical area of need.	Storme will be able to write two complete sentences with correct capitalization and punctuation with meaningful context to each other.	Storme will orally dictate two sentences, in relation to an event that happened the day before. He will then read the sentences and use correct punctuation or the scribed sentences. Storme will write two sentences about one topic given by the Tutor/and or Teacher. He will use correct punctuation. Storme will write two sentences about one topic given by the Tutor/and or Teacher. He will use correct capitalization and punctuation.
Storme needs to continue to work on his math skills. He is struggling with basic math facts.	Storme will be able to add and subtract two and three digit numbers understanding how to carry and borrow. He will learn his multiplication tables 1-5's without the use of a calculator and/or grid. He will learn multiplication tables 6's-12's with the help of a calculator and/or grid.	Storme will add and subtract 2 digit numbers. Storme will use a visual cue placed on the right side of his paper to remind him what side to start. He will learn the concept of borrowing and carrying numbers. Storme will add and subtract 3 digit numbers. He will learn his multiplication tables 0, 1, 2, 3, 4, 5 with the use of a calculator and/or grid. Storme will learn his multiplication tables 0-5 without the use of a grid or calculator. He will learn his multiplication tables 6's-12's, with the help of a calculator and/or grid.

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NOTES

(Use this page for your own notes)

PROCEDURES

Procedure is a way for parents to stay on top of their child's progress. How do we know the child is achieving their objective? We know by work samples, test scores, charting, and observation of the child to their fellow students.

To avoid misunderstandings, anything put under procedures should be something you can hold.

Teacher observation is fine if what they are observing is charted.

What a teacher observes at school is not always what parents observe at home. If charting is used, this will help avoid disagreements at IEP meetings.

There should be a procedure for every objective.

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Student's Needs	Annual goals	Objectives
Step 3 Identify Specialized Needs for this IEP	Step 4 Identify Measurable Goals, Objectives, and Assessment Procedures	
Stormie needs to continue to progress in the oral and comprehension areas of reading. He is struggling in decoding and comprehension.	Stormie will increase his oral and comprehension reading to a 3.5 grade level. He will increase his sight words to a 3.9 grade level.	Stormie will listen to a story, read the story, identify the major ideas, and supporting details. Stormie will read out loud at the end of a sentence and will pause, then reread the sentence to fully understand the meaning. Stormie will read a short story silently, then identify the major idea and supporting details orally. He will continue to read out loud daily using visual / phonetic cues on reading mismatch of the meaning. Stormie will read a story silently, choose to Tutor read or Teacher read the story, and identify the major idea orally. He will continue to read out loud daily using visual / phonetic cues on reading mismatch choose by Parent Tutor and Teacher.
Stormie's writing continues to be a critical area of need.	Stormie will be able to write two complete sentences with correct capitalization and punctuation with meaningful content to each other.	Stormie will orally dictate two sentences, a relation to an event that happened the day before. He will then read the sentences and use correct punctuations in the written sentences. Stormie will write two sentences about one topic given by the Tutor / and or Teacher. He will use correct punctuation. Stormie will write two sentences about one topic given by the Tutor / and or Teacher. He will use correct capitalization and punctuation.
Stormie needs to continue to work on his math skills. He is struggling with basic math facts.	Stormie will be able to add and subtract two and three digit numbers understanding how to carry and borrow. He will learn his multiplication tables 1-5's without the use of a calculator and / or grid. He will learn multiplication tables 6's-12's with the help of a calculator and / or grid.	Stormie will add and subtract 2 digit numbers. Stormie will use a visual cue placed on the right side of his paper to remind him when able to start. He will learn the concept of borrowing and carrying numbers. Stormie will add and subtract 3 digit numbers. He will learn his multiplication tables 6, 7, 8, 9, & 1 with the use of a calculator and / or grid. Stormie will learn his multiplication tables 0-5 without the use of a grid or calculator. He will learn his multiplication tables 6's-12's with the help of a calculator and / or grid.

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Step 4 (continued) Assessment of Student Progress					Services	Initiation/ Duration	LRE
Procedures	Who	Criteria	Schedule	Progress			
Oral Test Work sample Observation Charting					Step 5 Identify Needed Services		Step 6 Determine Least Restrictive Environments (LRE)
Oral Test Work sample Observation Charting							
Oral Test Work sample Observation Charting							
Oral Test Work sample Observation Charting							
Oral Test Work sample Observation Charting							
Oral Test Work sample Observation Charting							
Oral Test Work sample Observation Charting							
Oral Test Work sample Observation Charting							
Oral Test Work sample Observation Charting							

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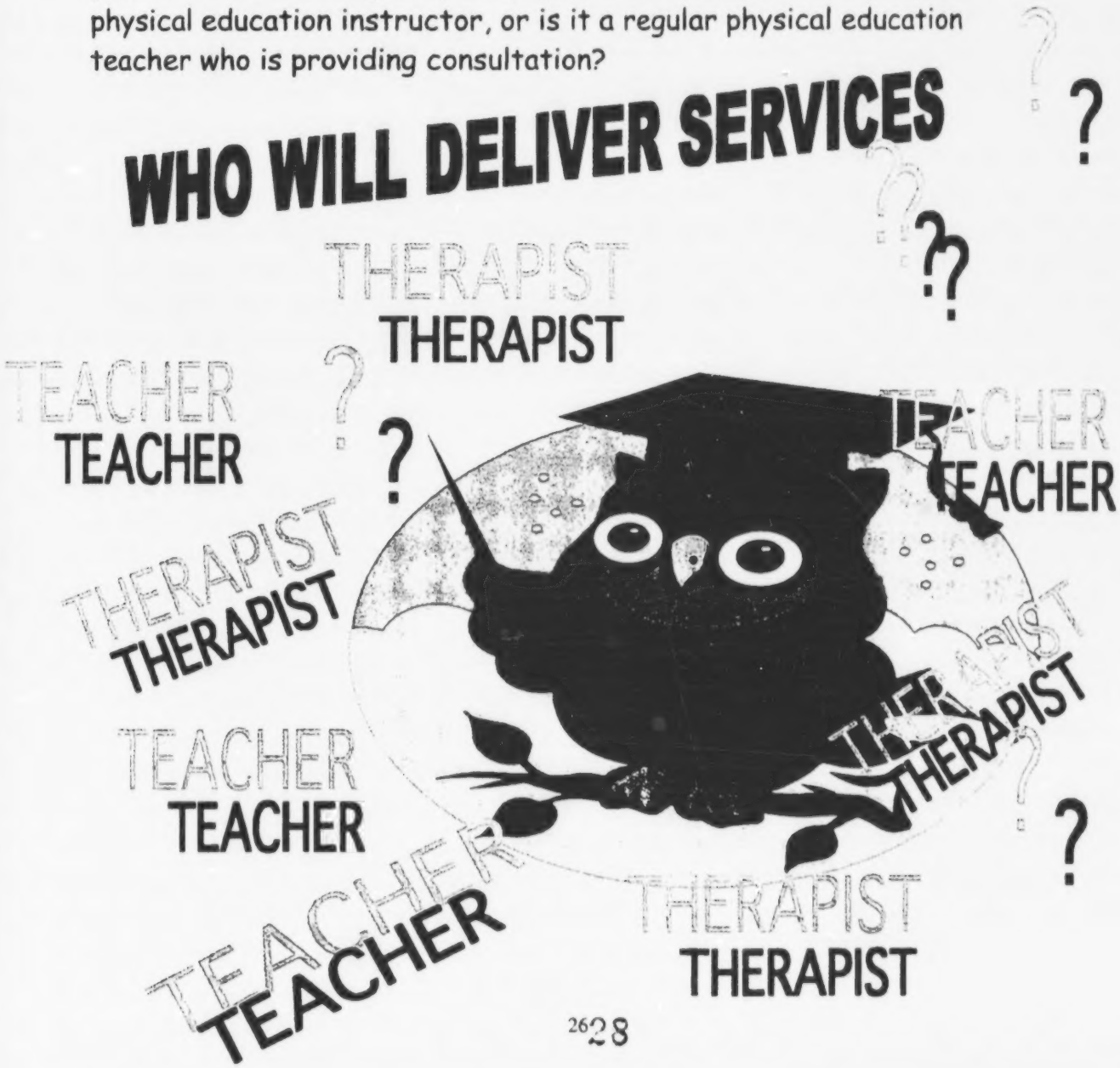
WHO

Who means just that, ***who*** will be giving the services? This column on the IEP is as important as measurable goals. As a parent you must totally understand who will be giving your child their special education instruction. If your child is receiving speech, is the speech teacher giving your child services or is it just consultation speech therapy? If your child is receiving adapted physical education, is it an adapted physical education instructor, or is it a regular physical education teacher who is providing consultation?



WHO WILL PROVIDE SERVICES ON THIS IEP?

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Student's Needs	Annual goals	Objectives
Step 3 **Identify Specialized Needs for this IEP**	**Step 4** **Identify Measurable Goals, Objectives, and Assessment Procedures**	
John still has trouble understanding more than one step directions.	John will be able to follow three step directions with no verbal prompts.	John will be able to follow two step directions with only one verbal prompt. John will be able to follow two step directions with no verbal prompts. John will be able to follow three step directions with one verbal prompt.

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Step 4 (continued) Assessment of Student Progress					Services	Initiation/ Duration	LRE
Procedures	Who	Criteria	Schedule	Progress			
charting	Speech Therapist				**Step 5 Identify Needed Services**		**Step 6 Determine Least Restrictive Environment (LRE)**
charting	Speech Therapist						
charting	Speech Therapist						

THE SPEECH THERAPIST WILL PROVIDE SERVICES.

WHO WILL PROVIDE SERVICES ON THIS IEP?

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Student's Needs	Annual goals	Objectives
Step 3 **Identify Specialized Needs for this IEP**	**Step 4** **Identify Measurable Goals, Objectives, and Assessment Procedures**	
John still has trouble understanding more than one step directions.	John will be able to follow three step directions with no verbal prompts.	John will be able to follow two step directions with only one verbal prompt. John will be able to follow two step directions with no verbal prompts. John will be able to follow three step directions with one verbal prompt.

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Step 4 (continued) Assessment of Student Progress					Services	Initiation/ Duration	LRE
Procedures	Who	Criteria	Schedule	Progress			
charting	Teacher				**Step 5** **Identify Needed Services**		**Step 6** **Determine Least Restrictive Environment (LRE)**
charting	Teacher						
charting	Teacher						

28

31

THE REGULAR EDUCATION TEACHER WILL PROVIDE SERVICES.
THIS WOULD BE CONSULTATION SERVICES

32

80%

8 out of 10

CRITERIA

(Criteria applies to each objective)

It is very important that everyone on the team understand what is being written. If you do not understand what 80% is but you do understand 8 out of 10, have the IEP written 8 out of 10. Criteria is written for each objective not for each goal.

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Step 4 (continued) Assessment of Student Progress					Services	Initiation/ Duration	LRE
Procedures	Who	Criteria	Schedule	Progress			
Oral Test Work samples Observation Charting	LD./Tutor John Parent Reg. Teacher Private Tutor	80%			Step 5 Modality Needed Services		Step 6 Determine Least Restrictive Environment (LRE)
Oral Test Work samples Observation Charting	LD./Tutor John Parent Reg. Teacher Private Tutor	90%					
Oral Test Work samples Observation Charting	LD./Tutor John Parent Reg. Teacher Private Tutor	100%					
Oral Test Work samples Observation Charting	LD./Tutor John Parent Reg. Teacher Private Tutor	70%					
Oral Test Work samples Work samples Tests	LD./Tutor John Parent Reg. Teacher Private Tutor	80%					
Work samples Tests	LD./Tutor John Parent Reg. Teacher Private Tutor	100%					
Work samples Tests							

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Step 4 (continued) Assessment of Student Progress					Services	Initiation/ Duration	LRE
Procedures	Who	Criteria	Schedule	Progress			
Oral Test Work samples Observation Charting	LD./Tutor John Parent Reg. Teacher Private Tutor	8 out of 10			Step 5 Modality Needed Services		Step 6 Determine Least Restrictive Environment (LRE)
Oral Test Work samples Observation Charting	LD./Tutor John Parent Reg. Teacher Private Tutor	9 out of 10					
Oral Test Work samples Observation Charting	LD./Tutor John Parent Reg. Teacher Private Tutor	10 out of 10					
Oral Test Work samples Observation Charting	LD./Tutor John Parent Reg. Teacher Private Tutor	7 out of 10					
Oral Test Work samples Work samples Tests	LD./Tutor John Parent Reg. Teacher Private Tutor	8 out of 10					
Work samples Tests	LD./Tutor John Parent Reg. Teacher Private Tutor	10 out of 10					
Work samples Tests							

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SCHEDULE

In the Schedule column there needs to be a time when the IEP team will review. There has to be a progress report done every grading period. It would make good sense to state, "we will review at this time". The teacher would know if there were any issues if the child has not attained their objective by the end of the grading period. The parent would also know if their child has attained their objective by schoolwork, tests, and their child's attitude toward school. If either the school or parents feel there is reason for concern, there can be an IEP meeting called to address these issues. The time can be written numerous ways (every grading period, every 9 weeks, or the individual dates).

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Step 4 (continued) Assessment of Student Progress					Services	Initiation/ Duration	LRE
Procedures	Who	Criteria	Schedule	Progress			
Oral Test Work samples Observation Cloning	LD./Tutor Aide Parent Reg. Teacher Private Tutor	8 out of 10	Every grading period Or Every 9 weeks Or October 26 December 7 January 18 March 21		Step 4 Related Services		Step 4 Determine Least Restrictive Environment (LRE)
Oral Test Work samples Observation Cloning	LD./Tutor Aide Parent Reg. Teacher Private Tutor	4 out of 10					
Oral Test Work samples Observation Cloning	LD./Tutor Aide Parent Reg. Teacher Private Tutor	/0 out of 10					
Oral Test Work samples Observation Cloning	LD./Tutor Aide Parent Reg. Teacher Private Tutor	7 out of 10					
Oral Test Work samples Work samples Tests	LD./Tutor Aide Parent Reg. Teacher Private Tutor	8 out of 10					
Work samples Tests	LD./Tutor Aide Parent Reg. Teacher Private Tutor	/0 out of 10					
Work samples Tests							

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§ 300.28 Aids, services, and other supports that are provided in regular education classes or other education-related setting to enable children with disabilities to be educated with nondisabled children to the maximum extent appropriate in accordance with §300.550

§300.550 (b)(1)(2) Each public agency shall ensure-that to the maximum extent appropriate, children with disabilities are educated with children who are nondisabled; and that special classes, separate schooling or other removal of children with disabilities from the regular educational environment occurs only if the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily

SERVICES

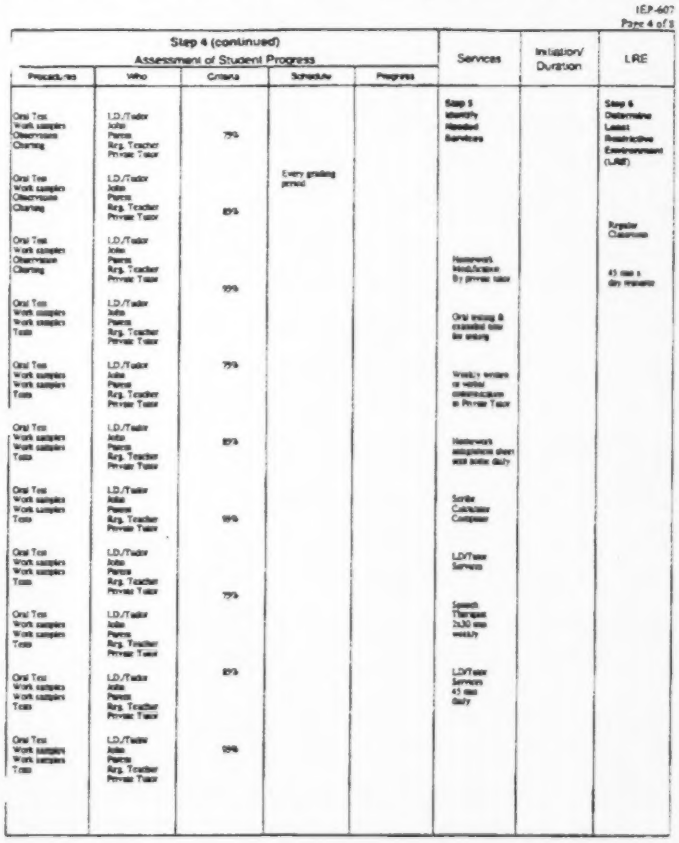
The service column on the IEP is one of the most important. Any special education services, including related services, needed to implement each goal, as well as the amount of services, must be addressed in this column. Modifications, supplemental aids, assistive technology, and specific providers also have to be addressed in this column. Whatever it takes for your child to progress in the regular classroom and progress on their goals needs to be addressed. Whatever modifications written under this column that are given to your child to be successful in the classroom must be given on the Proficiency Test. How many times and how many minutes a week your child receives speech, occupational therapy, physical therapy must be addressed. Assistive technology also needs to be addressed. Does your child need a calculator, computer, communication device, or FM system to name a few? (REMEMBER IF IT ISN'T WRITTEN, IT DOESN'T HAVE TO HAPPEN!)

§300.550 (b)(1) §300.550 (b)(1) Each public agency shall ensure that to the maximum extent appropriate, children with disabilities, are educated with children who are nondisabled

LEAST RESTRICTIVE ENVIRONMENT (LRE)

The LRE column is to provide you with the information where the student's services will be provided. If under this column it has ***regular classroom*** then all services will be provided in the regular classroom. If under this column it has ***resource room*** then all the services will be provided in a separate room from the student's regular classroom. (This is considered to be a "pull-out".) If you want your child in a regular classroom with no pull-outs, then you should only see regular classroom under this column. If you want speech therapy as a pull out in small group, then you should see resource room or special education room under this column.

This student is getting all of his services in the regular education classroom except for 45 minutes a day pull-out in a resource room with LD/Tutor
*His speech services are being delivered in the regular classroom with consultation by LD/Tutor or regular education teacher not speech therapist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Step 4 (continued) Assessment of Student Progress					Services	Initiation/ Duration	LRE
Procedures	Who	Criteria	Schedule	Progress			
Oral Test Work samples Observation Charting	LD./Tutor Jobs Parent Reg. Teacher Private Tutor	75%			Step 5 Identify Needed Services		Step 6 Determine Least Restrictive Environment (LRE)
Oral Test Work samples Observation Charting	LD./Tutor Jobs Parent Reg. Teacher Private Tutor	85%	Every grading period				Regular Classroom
Oral Test Work samples Observation Charting	LD./Tutor Jobs Parent Reg. Teacher Private Tutor	95%			Homework Help/Jumpers thy private tutor		45 min x day minimum
Oral Test Work samples Work samples Tests	LD./Tutor Jobs Parent Reg. Teacher Private Tutor				Oral testing & extended time for testing		
Oral Test Work samples Work samples Tests	LD./Tutor Jobs Parent Reg. Teacher Private Tutor	75%			Weekly review or verbal communication in Private Tutor		
Oral Test Work samples Work samples Tests	LD./Tutor Jobs Parent Reg. Teacher Private Tutor	85%			Homework assignments given and done daily		
Oral Test Work samples Work samples Tests	LD./Tutor Jobs Parent Reg. Teacher Private Tutor	95%			Scribe Calculator Computer		
Oral Test Work samples Work samples Tests	LD./Tutor Jobs Parent Reg. Teacher Private Tutor	75%			LD/Tutor Services		
Oral Test Work samples Work samples Tests	LD./Tutor Jobs Parent Reg. Teacher Private Tutor				Speech Therapist 2x30 min weekly		
Oral Test Work samples Work samples Tests	LD./Tutor Jobs Parent Reg. Teacher Private Tutor	85%			LD/Tutor Services 45 min daily		
Oral Test Work samples Work samples Tests	LD./Tutor Jobs Parent Reg. Teacher Private Tutor	95%					

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TRANSITION
FROM SCHOOL TO COMMUNITY

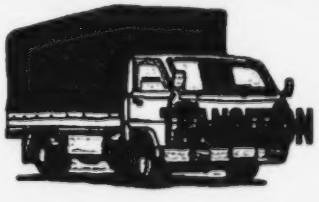
§300.347(ii)(B)(b)(1) The IEP must include-For each student with a disability beginning at age 14 (or younger, if determined appropriate by the IEP team), and updated annually, a statement of the transition services needs of the student under the applicable components of the student's IEP that focuses on the student's courses of study (such as participation in advanced-placement courses or a vocational education program)

If a student is 14 years old a transition statement has to be written on the IEP. Transition is looking at what the student wants to do with their life and what course of study best fits the student.

If the student is looking at college, then we need to look at college prep classes in high school. If the student wants to go to the technical school, then we are looking at tech prep. If the student wants to go to the joint vocational school (JVS) his junior and senior year, there are certain classes he must take his freshman and sophomore year. If the student is looking at getting into competitive employment after high school, a high school diploma will be the goal.

(REMEMBER - LISTEN TO THE STUDENT. THIS IS THEIR LIFE!)

At age 16 there must be a transition plan written on the IEP. The purpose of the transition plan is to have students with disabilities become independent tax paying adults, making a smooth transition from school to competitive employment, independent living, and community involvement. At this point in the student's school career the transition plan drives the IEP.



Employment/Postsecondary Education

The first area we need to address on the transition plan is employment and postsecondary long-term outcomes. What this means is if the student is looking at going to college or into competitive employment what does the student need to get there.

- Are the student's academic skills where they need to be to get into a four year college or a technical college? If not then what do we need to address on the IEP in the student's academic goals. This way the student will get necessary skills to achieve entry into a four year college or a technical college.

- Does the student, school counselor, or parent know what it takes to get into college? Whose responsibility will it be to find this out?

- Maybe there needs to be a visit to the colleges. Does the student know where he/she wants to go to college? Whose responsibility is it to set up these visits?

- The student might need vocational testing to find out what would be the best career choice. Who sets up this testing?

What if the student wants to go into competitive employment immediately after high school?

- Can the student read?
- Can the student fill out an application and do a resume?
- Does the student have the social skills to do a job interview?
- Does the student understand the concept of time?

If these are areas of need there should be academic goals to address this on the IEP.

- Should there be job shadowing for the student? Who would be responsible in setting up the job shadowing for the student?

- Should there be a vocational evaluation? Who would be responsible for getting this done?

- Could the student receive help from outside agencies like Rehabilitation Services Commission (RSC), County Board of Mental Retardation and Developmental Disabilities (MR/DD), Ohio Department of Mental Health (ODMH), Department of Job and Family Services, or Social Security Administration. Whose responsibility is it to find out?

Remember the Transition Plan drives the IEP.

WHAT DOES A TRANSITION PLAN LOOK LIKE?

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Discuss and Document a Statement of Needed Transition Services

Name of Student John Date _____ Person(s) Responsible for Coordinating Transition Services _____

Write a statement of transition service needs that focus on the student's courses of study during his/her secondary school experiences (beginning at age 14 or younger, if appropriate).

Tech Prep is John's course of study. John plans on going 2 years to Marion Technical College and then go on to a 4 year collage

- **Long-term Outcomes – What is the vision for the student exiting education?**
- **Activities and Services – What needs to be accomplished in one year to support the student in meeting long-term outcomes?**
- **Activities and services must include community experience.**
- **If activities and services are instructional based, they must be reflected in goals/objectives of IEP.**
- **The courses of study during the student's secondary school experiences must support the student's long-term goals.**

FOR 16 YEARS AND OLDER			COMPLETED AFTER IEP DEVELOPMENT
EMPLOYMENT AND POSTSECONDARY LONG-TERM OUTCOME: *John would like to be a psychologist*			
Current Year Activities and Services	**Responsible Person/Provider**	**Initiation/Duration (Specify Date)**	**Goals/Objectives that Support Activities/Services**
John is in Post Secondary Options program at Elgin High School. He will fill out an application and go through the necessary testing to enter Marion Technical College. John will take Family Relationships as a course at Marion Technical College. He will go to Elgin 1/2 of the day and Marion Tech the rest of the school day.	*HS/Counselor* *MTC/Counselor* *LD/Tutor* *John* *Parent*		*1/a, b, c* *2/a, b, c*

John is Learning Disabled in reading and writing. Notice on the Transition form John plans on attending 2 years technical college and then a 4 year college. He needs activities to help him achieve his goal of going to college. John is going into Post Secondary Options program where he can get the experience of going to college while he is still in high school. He will need to be interviewed by the Special Education Counselor at Marion Technical College (MTC), do academic testing, and fill out an application. He will also be taking a course in Family Relationships at the campus to give him the experience of going to college with a lot of support. The people who are responsible for these activities to happen are Elgin High School Counselor, Marion Technical College Special Education Counselor, Learning Disability tutor, John, and his parents. John has a goal on his IEP in Reading. This is goal 1 with 3 objectives a,b,c. This goal will help John to achieve his activities in filling out the application, and doing the necessary testing to enter MTC. He also has a goal in the area of writing. Goal 2 with 3 objectives a,b,c. This goal will help John too in filling out the application and doing the entry testing at MTC.

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POST SCHOOL/ADULT LIVING LONG-TERM OUTCOME

The purpose for this section of the transition plan is to address independent living. The whole idea of transition is to have a young adult living as independently as possible.

Does the student have the necessary self-care skills to live alone?

- *Can they make their own doctor's appointment?*
- *Can they take their own medicine without supervision?*
- *Do they know what to do in case of an emergency?*
- *Can they do laundry?*
- *Can they cook?*

Does the student have money and budgeting skills?

- *Do they understand a checking account?*
- *Do they understand a debit card and how to use it?*
- *Do they understand a savings account?*
- *Do they understand what interest is on a loan?*
- *Do they know how to file taxes?*
- *Do they know how to make a monthly budget?*
- *Can they pay their own bills?*

Does the student know where they want to live after school?

- *Do they want to live at home with mom and dad?*
- *Do they want to live with a friend?*
- *Do they want to rent?*
- *Do they want to buy a house?*
- *Do they want to live at college?*

Does the student have the necessary skills to live independently? If they don't, how can we get them there? This is what the transition plan addresses.

Discuss and Document a Statement of Needed Transition Services

Name of Student John Date _____ Person(s) Responsible for Coordinating Transition Services _____

Write a statement of transition service needs that focus on the student's courses of study during his/her secondary school experiences (beginning at age 14 or younger, if appropriate).

Tech Prep is John's course of study. John plans on going 2 years to Marion Technical College and then go on to a 4 year college.

- Long-term Outcomes – What is the vision for the student exiting education?
- Activities and Services – What needs to be accomplished in one year to support the student in meeting long-term outcomes?
- Activities and services must include community experience.
- If activities and services are instructional based, they must be reflected in goals/objectives of IEP.
- The courses of study during the student's secondary school experiences must support the student's long-term goals.

FOR 16 YEARS AND OLDER | **COMPLETED AFTER IEP DEVELOPMENT**

EMPLOYMENT AND POSTSECONDARY LONG-TERM OUTCOME: *John would like to be a psychologist*

Current Year Activities and Services	Responsible Person/Provider	Initiation/Duration (Specify Date)	Goals/Objectives that Support Activities/Services
John is in Post Secondary Options program at Elgin High School. He will fill out an application and go through the necessary testing to enter Marion Technical College. John will take Family Relationships as a course at Marion Technical College. He will go to Elgin 1/2 of the day and Marion Tech the rest of the school day.	*HS/Counselor* *MTC/Counselor* *LD/Tutor* *John* *Parent*		*1/a, b, c* *2/a, b, c*

POSTSCHOOL/ADULT LIVING LONG-TERM OUTCOME: _____

Current Year Activities and Services	Responsible Person/Provider	Initiation/Duration (Specify Date)	Goals/Objectives that Support Activities/Services
John will open a checking and savings account. John will fill out an application and interview for an after-school job. He will be responsible for doing his own laundry this school year.	*LD/Tutor* *Math Teacher* *John* *Parent* *English Teacher*		*1/a, b, c* *2/a, b, c*

John's area of need in adult living skills is in the area of budgeting and clothing care. John might have needs in other areas but the IEP team feels these are the most important to work on this school year. John is taking out a checking and savings account to learn about interest and balancing his accounts. John's mother travels a lot and it is important for him to do his own laundry. John will apply for an after-school job and go through the necessary steps to get a job. John will work on these skills at school with the LD/Tutor. His math teacher will work on understanding interest and balancing a checkbook. The English teacher will work with him on writing a resume to apply for a job. John has a learning disability in reading and writing he needs these skills to do all three of the these activities. So both his reading and writing Goals 1 & 2 support these activities.

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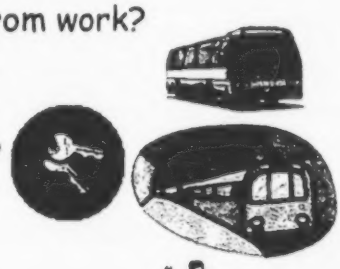
COMMUNITY PARTICIPATION LONG TERM OUTCOME

The purpose for this section of the transition plan is to address how the student is going to be involved in the community after graduation. Students have many supports in high school. What will happen when those supports are gone? How can we replace those supports? How can we get students involved in the community? This area is one of the most important areas on the transition plan because what happens here is for the rest of the student's life.

How is the student going to travel to and from work?



- Will they use public transportation?
- Does the student have a driver's license?
- Can the student read a bus schedule?
- Can the student use the subway?

What will the student do with their leisure time?

- Can the student join a community ball league?
- Does the student know how to ice skate?
- Does the student belong to a youth group? (church, community center, etc.)

Does the student have good Self-Advocacy skills?

- Does the student understand their disability?
- Does the student know when they need assistance?
- If they know when they need assistance, can they ask for help?
- Has the student registered to vote?

- If the student is an 18 year old male, has he registered for the draft?

Discuss and Document a Statement of Needed Transition Services

Name of Student John Date _____ Person(s) Responsible for Coordinating Transition Services _____

Write a statement of transition service needs that focus on the student's courses of study during his/her secondary school experiences (beginning at age 14 or younger, if appropriate).

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- Long-term Outcomes – What is the vision for the student exiting education?
- Activities and Services – What needs to be accomplished in one year to support the student in meeting long-term outcomes?
- Activities and services must include community experience.
- If activities and services are instructional based, they must be reflected in goals/objectives of IEP.
- The courses of study during the student's secondary school experiences must support the student's long-term goals.

FOR 16 YEARS AND OLDER | **COMPLETED AFTER IEP DEVELOPMENT**

EMPLOYMENT AND POSTSECONDARY LONG-TERM OUTCOME: *John would like to be a psychologist*

Current Year Activities and Services	Responsible Person/Provider	Initiation/Duration (Specify Date)	Goals/Objectives that Support Activities/Services
John is in Post Secondary Options program at Elgin High School. He will fill out an application and go through the necessary testing to enter Marion Technical College. John will take Family Relationships as a course at Marion Technical College. He will go to Elgin 1/2 of the day and Marion Tech the rest of the school day.	*HS/Counselor* *MTC/Counselor* *LD/Tutor* *John* *Parent*		*1/a, b, c* *2/a, b, c*

POSTSCHOOL/ADULT LIVING LONG-TERM OUTCOME: _____

Current Year Activities and Services	Responsible Person/Provider	Initiation/Duration (Specify Date)	Goals/Objectives that Support Activities/Services
John will open a checking and savings account. John will fill out an application and interview for an after-school job. He will be responsible for doing his own laundry this school year.	*LD/Tutor* *Math Teacher* *John* *Parent* *English Teacher*		*1/a, b, c* *2/a, b, c*

COMMUNITY PARTICIPATION LONG-TERM OUTCOME: _____

Current Year Activities and Services	Responsible Person/Provider	Initiation/Duration (Specify Date)	Goals/Objectives that Support Activities/Services
John is a member of the Marion Ratchet Ball Club. He is interested in joining a bowling league this winter. John is interested in Politics and plans on attending City Council Meetings. John wants to investigate community resources and plans on getting a Meeting with RSC to see what services might be available for him.	*HS/Counselor* *MTC/Counselor* *LD/Tutor* *John* *Parent*		*1/a, b, c* *2/a, b, c*

Vocational Evaluation ☒ Needed ☐ Not Needed Date Completed _____
Functional/Daily Living Evaluation ☐ Needed ☒ Not Needed Date Completed _____

John is interested in joining a bowling league . This is an activity he can continue to do throughout his adult life. The friends he makes in this league can continue to be in his life long after high school. John's interest in politics enforces the importance of being a self-advocate. John's High School Counselor can set up a meeting with Rehabilitation Services Commission to see what resources could be available for John in many areas. John's goals in reading and writing on his IEP are addressed in this area because he needs these skills to be able to sign up for a membership in any club or league. He needs these skills to further his knowledge of what is important in his community by reading the newspaper. Issues that are important to him can be addressed by writing the newspaper editor. As a self-advocate he can voice his concerns at City Council Meetings.

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Printed Name/Position/Title: Lee Ann Derugen - Ca Director
Organization/Address: Ohio Coalition-Educ-Disabl
165 W. Center St, Ste 302
Marion, OH 43302
Telephone: 740 382 5452
FAX: 740-383-6421
E-Mail Address: ocecdla@gte.net
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